DOCUMENT RESUME

ED 072 253 VT 018 736

TITLE	Occupational Education Salvage: The Identification, Location, and Personal Guidance of Disadvantaged Students in Moore and Hoke Counties. Occupational Education Research Project Final Report.
INSTITUTION	Sandhills Community Coll., Southern Pines, N.C.
SPONS AGENCY	North Carolina Research Coordinating Unit in Occupational Education, Raleigh.; Office of Education (DHEW), Washington, D.C.
PUB DATE	[72]
NOTE	22p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Community Colleges; Counseling Services; *Disadvantaged Youth; Dropouts; Educational Counseling; Educational Disadvantagement; *Educational Programs; Guidance Services; High School Graduates; Low Income Groups; Pilot Projects; Post High School Guidance; Post Secondary Education; *Projects; *Rural Youth; Secondary Grades
IDENTIFIERS	Hoke County; Moore County; North Carolina

ABSTRACT

Summarized are the accomplishments of project personnel determined to broaden the educational realm of rural youths from low income families in Moore and Hoke counties so as to alleviate some of the prevalent poverty and unemployment experienced by the disadvantaged in the area. Two adult and two student counselors who were chosen for their competency, leadership ability, and socioeconomic backgrounds similar to the students, helped project personnel identify those youths who had recently dropped out of high school and those not planning to pursue their education further. Through effective counseling and guidance, counselors encouraged these youths to enroll in a community college program. A total of 682 students were identified as a target population and 46 were contacted. Twenty-four of the 46 students enrolled in the college, 11 to work toward completion of a high school diploma, and 13 in an occupational field. Financial aid was given to the students registered in regular college programs and commitments made to the others upon completion of the GED. Conclusions and recommendations are included. (SN)

ED 072253

OCCUPATIONAL EDUCATION RESEARCH PROJECT FINAL REPORT

Vocational Education Amendments of 1968 (Public Law 90-576)

(Title I - Part C - Sec. 131 (B))

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

"Occupational Education Salvage: The Identification, Location, and Personal Guidance of Disadvantaged Students in Moore and Hoke Counties

SANDHILLS COMMUNITY COLLEGE

Box 1379
Southern Pines, N. C. 28387

NORTH CAROLINA STATE DEPARTMENT OF PUBLIC EDUCATION

Occupational Research Unit

Raleigh 27602

VT018735

CONTENTS

Acknowledgements Page

Summary

Purpose 1

Discussion 1

Rationale 1

Related Literature 2

Objectives 3

Procedures 4

Results 9

Conclusions 10

Recommendations 10

Bibliography

Appendixes

ACKNOWLEDGEMENTS

Many individuals are responsible for the work that went into this project. Mr. Ed Pace and Mr. Edward Durant, members of the administration at Sandhills Community College, conceived the idea and performed the base work for the project. Mr. Henry Rahn served in an administrative capacity in the implementation and the organizational aspects of the project.

Mr. Jesse Mansfield and Mr. Bill Phillips served as co-directors of the project, and should be complimented for their efforts.

The counselors, Mrs. Gloria Williams and Mr. Walker Oldham worked very diligently to execute the operational aspects of the project. Their assistants should be complimented also.

A special thanks should be given to Mr. Gordon Whitman who gave his time to assist in the writing and proofing of the final report.

Finally, Sandhills Community College, the host institution, should be acknowledged for its contribution of facilities and personnel.

SUMMARY

In the fall of 1971 the counseling department of Sandhills Community College became concerned about the large number of students in Moore and Hoke counties who recently had dropped out of high school or graduated without continuing post-graduate training or education. Since many of these youths were from families whose per capita income averaged only slightly more than 2,000 dollars, the counseling staff decided to begin a project aimed at breaking the cycle of poverty by helping these youths to increase their skills and improve their chances of finding worthwhile occupations. After identifying these youths, the counseling department planned to use effective counseling and guidance to encourage them to enroll in some program within the community college system.

Under the supervision of a project director from Sandhills Community College, two professional counselors and two student counselors, or peer counselors, began the work of identifying and seeking out the disadvantaged youths. The student counselors came from a socioeconomic environment comparable to that of the disadvantaged youths, and were encouraged to attempt to relate to the youths on a peer basis and project the feeling that academic achievement leading to vocational success could become a reality for them. The student counselors received this encouragement when they, along with the professional counselors, attended a workshop at Sandhills for the purpose of defining the term "disadvantaged" and making plans to locate youths who could be classified as disadvantaged. After locating such youths, the counselors were encouraged to help the youths feel that not only could they benefit from enrolling in the college, but that Sandhills had programs suited to their talents, money available to help them while enrolled in the program, and teachers and counselors available to give them support and direction.

During the two months the program was conducted, the four counselors were able to contact only forty-six youths, out of an initial target group of six hundred seventy-eight. Out of this group of forty-six youths, twenty-four did enroll at Sandhills. Eleven began working in the Learning Lab to complete the GED. Thirteen enrolled in an occupational program. All students recruited in the project were in need of financial aid. The others were promised aid upon completion of the GED and enrollment in a

college program. Most of the students experienced a great deal of anxiety about filling out applications for admission and financial aid, and about having to take placement tests. Some felt that testing itself was a barrier to improving their education. Transportation to the college was also viewed as a major problem by the youths.

Upon completion of the project, the project counselors concluded that although many of the disadvantaged youths were unaware of the educational and job-training opportunities available in the community college system, more research was needed to determine why so many students dropped out of school or felt little need to continue their education. The counselors also felt that this kind of recruiting effort should be a permanent project for community colleges, but that more time, money, and personnel be available to pursue a more in-depth approach to disadvantaged youth recruiting. Finally, the counselors felt that if such a program were to be successful, not only would financial aid need to be available to the youths, but concerned and sympathetic teachers and counselors.

I. Purpose

A. Statement of Purpose

To identify and seek out disadvantaged youths in Moore and Hoke counties, who have recently dropped out of high school as well as those who will not be pursuing their education beyond the high school level, and by effective counseling and guidance, encourage them to enroll in some program within the community college system.

B. Discussion

Sandhills Community College is located in Moore County which has been described as a predominately rural area; Hoke is the adjoining county and it has also been described in the same manner. Both counties have a high number of residents who are culturally, economically, and educationally deprived. This can be supported by the publication entitled, "Profile of North Carolina Counties," which reported the per capita income for the year of 1970-71, for Moore and Hoke counties as being $2,428 and $1,705 respectively.

Due to the poverty levels of both Moore and Hoke counties, they share the problem of having a large number of youths from these low income homes, who dropped out of high school or did not pursue any post-high school work. These high schools during the 1969-70 school year reported 428 students dropped out and 254 students finished high school, but did not pursue any post-secondary work. These statistics provided the college with an initial target group of 682 persons. (See appendix A)

C. Rationale

The project was based on the rationale that many youths from

both Moore and Hoke counties could be recruited (salvaged), given the money and the personnel. It was felt that by the commitment of the high schools and Sandhills that these students could be given the necessary push or pull that would motivate them to do something with their lives. It was felt that this would ultimately provide the means for assisting them in finding a suitable occupational field.

We saw the need for the project because we felt that the great majority of these youths, including their parents, were unaware of the opportunities available for continuing their education within the community college system. It was felt that a concerted effort should be given to the seeking out and the identification of disadvantaged youths in Moore and Hoke counties. These youths would be encouraged to return to school and consider an occupational field.

Hopefully, the project will serve as the vehicle to give educational direction to the disadvantaged youths in Moore and Hoke counties.

D. A Review of Related Literature

The most significant literature reviewed was the "Project for Disadvantaged and Handicapped Persons" (Opportunity Raps), conducted by Central Piedmont Community College, June 22-August 14, 1970. The Opportunity Raps report pointed out a number of ways to improve the planning and operational aspects of this proposal and provided insight as to the amount and type of coverage to be expected by counselors. The following literature related to the problems was also reviewed:

Harrold, R. D., "College Orientation and the Black Student," The Journal of College Student Personnel, Vol. II, No. 4 (July, 1970).

"Upward Bound Guidelines," Office of Education Program Administrative Manual (November, 1969).

Knoell, Dorothy M. "People Who Need College," (A Report on Students We Have Yet to Serve), 1970.

"Search '68," Education Talent Search Programs, 1968-69 (HEW) (September, 1968).

Ross, William C., "A Career Guidance Program for Small Rural High Schools," Vocational Guidance Quarterly (December, 1970).

II. Objectives

A. To identify and locate high school drop-outs and/or high school graduates.

B. To inform the disadvantaged youths of the various educational opportunities available at the community colleges and technical institutes.

C. To explain to the disadvantaged youths procedures for admissions, testing, and for obtaining financial aid.

D. To give youths an opportunity to visit a community college and to meet such individuals as the financial aid officer, counselors, and various faculty members.

E. To assist youths in choosing an educational experience that meet their needs and to place them into a program.

III. Procedures

Under the supervision of a project director from Sandhills Community College, two counselors and two peer counselors were selected from Moore and Hoke counties to execute the operational aspects of the project. (Note: For purposes of clarification, henceforth in this report, the term "counselor" will refer to the adult professional counselor. The term "peer counselor" will refer to the student assistants.)

The counselors were selected on the basis of their professional competency, motivational ability, and leadership in dealing with disadvantaged youths. Other qualities sought were humanistic values and sensitivity to the needs of the disadvantaged youths.

The peer counselors were selected on the basis of their success in high school or college. They were chosen to assist the counselors in locating the disadvantaged youths. It was important that the peer counselors came from a socioeconomic environment that was comparable to the target group of disadvantaged youths. The peer counselors were encouraged to attempt to relate to the youths on a peer basis, and project the feeling that academic achievement leading to vocational success could become a reality for them.

Prior to the beginning of the operational phase, there was a two-day workshop held at Sandhills Community College for the counselors. The purpose of the workshop was to emphasize the specific objectives of the project and to discuss the im-

plementation of the objectives. The counselors were told about salary and that the program would cover a two month period. They were told that they were expected to work at least a minimum of 40 hours per week, but they were made aware that it might be necessary to work longer than 40 hours, perhaps 60 or 70 hours.

An attempt was made at the two-day workshop to explain the definition of disadvantaged youths and to inform the counselors that the drop-outs and terminal high school graduates sought would definitely be disadvantaged. To further explain the meaning of disadvantaged youths, we referred the counselors what the Federal Register cites as being a disadvantaged person: "Disadvantaged persons are persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services. The term includes persons whose needs for such program or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons, unless such persons also suffer from the handicaps described in this paragraph."

The Federal Register also lists the following as "Characteristics of Disadvantaged Students":

a. Persons with poor educational background
b. Persons who are semi-skilled or unskilled workers receiving less than poverty level incomes
c. Persons from areas characterized by excessive unemployment

d. Persons from areas characterized by excessive low income rates

e. Members of ethnic minority groups which have been discriminated against

f. Persons who have been isolated from cultural, educational, and/or employment opportunities

g. Persons who, due to a combination of environmental, cultural and historical factors, lack motivation for obtaining an education or a job skill

h. Persons who are dependent upon social services to meet their basic needs (From Federal Register, Vol. 35, No. 4, Part II, January 7, 1970, s102.3 (i))

Using the information reported by the Moore and Hoke County High Schools, which identified the target group as being a total of 682 youths, the counselors and the peer counselors. returned to the high school and began work. Contacts were made with the counties' social agencies, educational agencies and ministers who referred other students to the counselors Then files in the guidance department at the high schools were searched for names and addresses of students that had left school. If the address had changed, the counselors took directions from a neighbor or relative to find the new location. Once the counselors located the individual, different techniques were used to gain his trust so that the next step would be easier, getting the individual to open up so that his needs could be determined. Remembering that this approach was primarily an honest, grass roots approach, the counselors discussed in depth the youths' problems, which to the middle-income were unreal, but to the drop-out

and low income very real, such as transportation, tuition for school, and the actual fear of coming to a college.

The youths were told where various community colleges and technical institutes were located near their homes. They were also informed about the different kinds of programs offered by these schools thru personal interview, catalogs, pamphlets, brochures and other materials.

When the initial contact was made, the counselors and peer counselors explained the procedures for admission to the college. The youths and families were familarized with the personal data information form, medical form and high school transcript request form.

Information about the testing programs was explained and it was emphasized that the test scores were used by the school counselors to place a student into a program in accordance with their academic skill level. It was further emphasized that there would be no passing or failing scores on the test; the students would only be asked to do their best on the various sections of the test. This was done in an attempt to reduce their fear and anxiety about taking the test. They were also told that the cost to take the test was not a factor.

One of the major anticipated concerns of the potential students was financial aid. All of the institutions to which recruits were directed were committed to the "Open Door Philosophy." These schools wished to help students who could benefit from one of the various occupational programs. It was our belief

that a lack of adequate funds need not deter any individual, regardless of race, creed, or color, from seeking admission to the program that best fits his needs. Although the students and their parents were expected to make reasonable sacrifices to meet college expenses, many of the persons identified in this project did not have the required funds, as minimal as they may seem. It was the responsibility of the counselor to work closely with the prospects and help them obtain aid in the form of scholarships, loans, work-study money, and/or economic opportunity grants.

In addition, the counselors were briefed by the Financial Aid Counselor on the types of financial assistance available. They were also instructed on how to fill out financial aid applications, so that they could assist prospective students and their parents. The need to apply as early as possible was stressed in view of the brief time remaining before enrollment in September. Ample financial aid forms and explanatory brochures were furnished to the counselors. The counselors then returned to the field and relayed this information to the youths.

If the youths indicated an interest in continuing their education, they were brought to the Sandhills Community College campus by counselors. They were given the opportunity to see the various departments. The financial aid counselor, faculty, and deans talked with prospective students about the institution and the available programs.

Based on student needs and aspirations, the counselors assisted

the individuals in choosing an appropriate area for beginning their studies. This was done by helping each prospective student consider realistic short and long range goals in accordance with their needs.

The high school counselors also worked with counselors at the community colleges and technical institutes to help students obtain part-time jobs and adequate housing, if they enrolled in an institution that was beyond the normal commuting distance from their home.

IV. Results

A. During the two months that the project was conducted, forty-six youths were contacted, out of an initial target group of 682. Thirty-four youths (nineteen males and fifteen females) were contacted in Moore County. Twelve youths (three males and nine females) were contacted in Hoke County.

B. Twenty-four of the forty-six youths contacted enrolled at Sandhills Community College. Eleven of these enrolled in the Learning Lab to work toward completion of a GED, and thirteen enrolled in an occupational field.

C. All students recruited in Operation Salvage were in need of financial assistance. The thirteen that were placed into a college program received financial aid, and commitments were made to the other eleven based upon completion of their GED. Upon gaining admission to the college, these students would in turn receive financial assistance.

D. The youths that were contacted expressed various degrees of anxiety about taking a test and having to undergo the various procedures necessary to complete their enrollment.

E. Although the thirteen (13) students that enrolled received

financial aid, they criticized the complexity of the financial aid application.

F. Twenty two (22) of the youths contacted were not interested in continuing their education at that particular time.

G. See appendix B

V. Conclusions

A. The two month period plus the shortage of available personnel limited the number of contacts.

B. All students recruited in a project of this nature will need financial assistance.

C. Many disadvantaged youths were not interested in continuing their education.

D. The recruited disadvantaged youths viewed testing as a barrier toward their completing an educational program beyond high school.

E. If disadvantaged youths had a choice, most would choose to live away from home while attending school.

F. Transportation to and from school (commuting) was seen as a major problem by those contacted.

G. See appendix B

VI. Recommendations

A. That there should be more time and personnel available to pursue a more in-depth approach to recruiting disadvantaged youths.

B. That more funds be made available for supporting this type of project.

C. That financial assistance be available.

D. That early recruiting be accomplished to insure early application for financial aid.

E. That the financial aid application form be simplified and made easier to understand.

F. That the recruiting effort be applied to one particular area of a county at first and then t[illegible] channel expanded.

G. That more research be oriented to determine <u>why</u> this large number of students dropped out of school or felt little need to continue their education.

H. That this kind of recruiting effort be a permanent on-going project for community colleges.

BIBLIOGRAPHY

Blocker, Clyde E., Robert H. Plummer and Richard C. Richardson, Jr. The Two-Year College: A Social Synthesis. Englewood Cliffs: Prentice Hall, Inc., 1965.

Bolick, Gerald M. Socio-Economic Profile of Credit Students In North Carolina Community College System. Raleigh: North Carolina Department of Community Colleges, 1969.

Clark, Burton R. The Open Door College: A Case Study. New York: McGraw Hill Book Company, 1960.

Cross, William C. "A Career Guidance Program for Small Rural High Schools" Vocational Guidance Quarterly, 1970

Fields, Ralph R. The Community College Movement. New York: McGraw Hill Book Company, 1962.

Gazda, George M., editor. Group Procedures for the Disadvantaged. Georgia: University of Georgia, 1969.

Harrold, R. D. "College Orientation and the Black Student," The Journal of College Student Personnel, Vol. II, No. 4, 1970

Knoell, Dorothy M. "People Who Need College," (A Report on Students We Have Yet To Serve), Washington, D. C.: American Association of Junior Colleges, One Dupont Circle, N. W., 1970.

"New Challenges to the Junior Colleges." (Their Role in Expanding Opportunities for Negroes) Georgia: Southern Regional Education Board, 1970.

"Search '68." Education Talent Search Programs, 1968-69 (HEW) Washington, D. C., 1968.

Smith, Leo F., and Laurence Lipsett. The Technical Institute. New York: McGraw Hill Book Company, 1966.

"Upward Bound Guidelines." Office of Education Program Administrative Manual. (HEW) Washington, D. C., 1969

APPENDIXES

APPENDIX A

Number of High School Terminal Graduates and Dropouts in Moore and Hoke Counties, 1969-70

High School	No. of Dropouts	Terminal Graduates
Hoke County	165	125
North Moore	41	31
Pinecrest	155	58
Union Pines	67	40
Total	428	254

This provides an initial target area of 682.

APPENDIX B

TO: Dean and Counselors

FROM: J. Reives

DATE: May 15, 1972

SUBJECT: Operation Salvage Program

Last summer I had the opportunity to work as a vocational Guidance Coordinator, for two months, here at Sandhills Community College. My main thrust was toward seeking out and identifying disadvantaged youth in Moore, Hoke, and Lee County. More specifically, it was my responsibility to inform these youths of the educational facilities available, to attempt to make these youths see the importance of furthering their education, and let these youths know that we care about what they do with their lives.

As a result of my attempt to carry out these objectives, I was met head-on with many experiences and obstacles. With this in mind, I would like to report the following significant findings, that may prove to assist others as they attempt to encounter these kinds of youth:

1. Evidence points to the fact that there is more to being a disadvantaged youth than race and economics.
2. Black youths are not motivated to come to school because they feel that they will not be able to find employment after graduation, especially those youths who live in Moore County.
3. For those students who could not commute, they realized they would face a very serious problem in finding appropriate housing facilities. (Note: Although they live within a thirty mile radius, they have no means of transportation.)

4. These youths felt threatened by such entrance requirements as the ACT and the GATB.
5. Many students realized that they could have received financial assistance, but they found it difficult to fill out the forms that are used by Sandhills and provided by ACT.
6. Those disadvantaged students, who dropped from Sandhills, claimed that the curriculum and social activities were white-middle-class orientated.
7. Disadvantaged females contended that they saw no need to enter programs like secretarial science, because they knew that they would not find employment.
8. These youths expressed that Sandhills was a prejudiced school, and this seemed evident by the fact that very few Blacks attend Sandhills.
9. These youths said that they would feel very uncomfortable, since there are no Black faculty members.
10. Students really have a desire to do something with their lives; they just need some people, a community, who cares.

APPENDIX C

The following is an excerpt of the report sent to the project director from one of the counselors. This report, "sums up" the feelings and accomplishments of the counselors.

"Preparing a list of names and addresses was not an easy task. We used the files in the guidance department at the High School, which was time consuming.

The road was our home away from home, for we tried to find our prospects even if it meant visiting the tobacco fields and barns, or wherever. Sometimes this involved much time and many trips to accomplish our goal.

In most cases, if the person did not know us we had to make a second trip just to prove that we were interested.

Some of our appointments were at 6 o'clock on Saturday evenings. Some were at 10 o'clock on week nights, and even on Sundays we sold our program.

Personally, I feel we have just scratched the surface. I received phone calls from interested persons about our program three months after the program ended; or better still, after my pay ended.

During the interview with the individuals, we avoided in the conversation such words as "tests". Seldom did the counselors refer to the word "screen" which gave the connotation of elimination. Placement of an individual within his capabilities and advancement from a point of his capabilities were stressed. The schools open-door admission policy was reviewed and the counselors conveyed the belief that there is a program at the school where a person may receive training regardless of his previous experience."